# Unit Outline

**SURVEY OF ENGLISH LITERATURE 2: ROMANTIC PERIOD TO THE EARLY 21ST CENTURY**

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>LT102</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>Academic Writing</td>
</tr>
</tbody>
</table>
| **Location:** | Sheridan College  
18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000 |
| **Student Workload:** | 168 hours (12 hours per week over 14 weeks)  
Seminars – 36 hours (3 hours per week over 12 teaching weeks)  
Private Study – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks) |
*Course Reader* |
| **Learning Management System:** | Canvas (canvas.sheridan.edu.au) |
| **Unit Coordinator:** | Dr Miriam Lo  
Phone: 9221-8170  
Email: mlo@sheridan.edu.au |
| **Course Coordinator** | Mrs Christine Guyler  
Phone: 9221-8170  
Email: cguylver@sheridan.edu.au |
**Introduction**


We will begin this second survey unit by thinking again about our key terms: What is literature? What is the English language? What is the literary tradition or canon? Our reading starts with the Romantics – the prose and poetry of *feeling*, set in the idealism and high hopes of the French Revolution and of the abolition movement. We travel on through the Victorians, considering the ‘condition of England’ through the eyes of novelists, tracing the tensions of the ‘age of improvement’ through its poetry, and contemplating the degeneracy of the ‘notorious nineties’ expressed by its playwrights. We enter the contemporary era with early twentieth century imagist poetry and stream of consciousness novels. The drawn-out military conflict of two world wars produces its own art in wartime literature. Responses to suffering include the absurdist turn in theatre. The explosion of media in the late twentieth and early twenty first century (radio, film, TV, the internet, social media) is matched by an explosion of voices – including regional, religious, atheist, settler-culture, feminist, queer and post-colonial. We consider the advent of the discipline of cultural studies as a response to this explosion of media and voices.

The emphasis of this unit continues to be upon reading, in an orderly and chronological manner, with sympathy for the historical context of the texts we read, and with interest in the literary devices these texts employ. This unit includes an exploration of the philosophy of literature, and encourages you to think about why you read.

**Diploma of Arts Learning Outcomes**

The Sheridan College Diploma of Arts has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

A Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.

Upon completing the Diploma of Arts, you will be able to:

- Demonstrate your theoretical and technical knowledge of specialised learning areas within the humanities and social sciences.
- Exercise your cognitive skills successfully to identify, analyse and synthesise information from a range of sources.
- Plan, propose and evaluate potential solutions to unpredictable problems relating to specialised learning areas within the humanities and social sciences.
- Communicate your understanding of knowledge and skills relating to specialised learning areas within the humanities and social sciences to others in various learning contexts.
- Apply learned technical and creative tools from one or more specialised learning areas within the humanities and social sciences to interpret and resolve unpredictable problems in a range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the humanities and social sciences.
- Model self-discipline, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in Diploma of Arts program will contribute towards the fulfilment of these broader learning outcomes.
Survey of English Literature 2: Romantic Period to the Early 21st Century Learning Outcomes

Upon completion of this unit, students will be able to:

A. Define the key terms in this field: English language, literature, tradition/canon.
B. Identify the key texts, by author and genre, of the English language literary tradition from the Romantic Period to the early Twenty-First Century.
C. Recognise the literary devices employed in these key texts.
D. Analyse the themes of these key texts.
E. Connect themes in these key texts to the historical context in which these texts were written.
F. Explore how worldview shapes a personal philosophy of literature and a practice of literary studies.

Graduate Attributes

Study does more than equip you with knowledge in a specific academic field. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

### College Vision Statement
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

### College Graduate Attributes
Sheridan College graduates will be...

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
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<tbody>
<tr>
<td>See unit assessment schedule for alignment with specific assessments.</td>
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</table>

| ... love truth... | 1. **Lovers of truth who:**
<table>
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<tbody>
<tr>
<td>a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.</td>
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<tr>
<td>b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.</td>
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<tr>
<td>c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.</td>
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<td>Assignments</td>
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<td>Projects</td>
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<tr>
<td>Research</td>
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<tr>
<td>Academic Integrity Policy</td>
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| ... seek wisdom... | 2. **Seekers of wisdom who:**
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<tbody>
<tr>
<td>a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.</td>
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<td>b. Exercise sound, fair and ethical judgment in study and workplace learning environments.</td>
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<td>c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.</td>
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<tr>
<td>Assignments</td>
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<td>Projects</td>
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<td>Tests &amp; Exams</td>
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<tr>
<td>Research</td>
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<td>Academic Integrity Policy</td>
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<tr>
<td>Peer review</td>
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| ... embrace innovation... | 3. **Innovative thinkers who:**
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<td>a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.</td>
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<td>b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.</td>
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<td>c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.</td>
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<tr>
<td>Assignments</td>
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<td>Projects</td>
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<td>Tests &amp; Exams</td>
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<td>Research</td>
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<td>Peer review</td>
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| ... and become instruments of peace in the world. | 4. **Effective communicators who:**
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<tr>
<td>a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.</td>
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<tr>
<td>b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.</td>
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<td>c. Promote respect, hospitality and understanding towards cultures and groups.</td>
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<tr>
<td>Assignments</td>
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<td>Projects</td>
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<tr>
<td>Tests &amp; Exams</td>
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<td>Research</td>
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<td>Peer review</td>
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| 5. **Independent learners who:**
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<tbody>
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<td>a. Perform tasks to the best of their own abilities and strive for a high academic standard.</td>
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<td>b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.</td>
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<td>c. Take responsibility for their own learning and research.</td>
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<tr>
<td>Assignments</td>
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<td>Projects</td>
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<tr>
<td>Tests &amp; Exams</td>
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<td>Research</td>
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| 6. **Servant leaders who:**
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<tr>
<td>a. Model respectful and ethical behaviour in team environments.</td>
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<td>b. Serve the local, national and global community.</td>
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<td>c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.</td>
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<tr>
<td>Assignments</td>
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<td>Projects</td>
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<tr>
<td>Research</td>
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<tr>
<td>Peer review</td>
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<tr>
<td>Student-led activities</td>
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Course Structure

Academic Calendar
Diplomas are one year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below gives you an idea of your academic program over one year.

<table>
<thead>
<tr>
<th>SAMPLE DIPLOMA OF ARTS PROGRAM</th>
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<tbody>
<tr>
<td>PRE-TRIMESTER</td>
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<tr>
<td>YEAR 1 (24 credit points)</td>
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<tr>
<td>TOTAL (24 credit points)</td>
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Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the instructor will nominate an additional one (1) hour either before or after class to be available for
individual student queries. The specific times will be set after discussions with the class on the first day.

**IT Resources**
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

**Location**
The unit will be taught at Unit 18, 7 Aberdeen Street, Perth WA 6000
- Time: TBA
- Room: TBA

**Learning Resources**

**Prescribed Reading(s)**

Excerpts from the following novels (all available online, for free, through [www.gutenberg.org](http://www.gutenberg.org)):

- Dickens, C. (1838). *Oliver Twist*.
- Gaskell, E. (1855). *North and South*.
- Hardy, T. (1874). *Far from the Madding Crowd*.
- Thackeray, W.M. (1848). *Vanity Fair*.

Material included in *Course Reader*:


Also links to internet material (articles won’t be printed, students can access on their own devices):


**Supplementary Reading(s)**

You may find the texts listed below useful for additional explanation and for assistance in writing essays. Copies of these texts have been placed in the Reserve Section of the Sheridan College Library.

Excellent supplementary readings, audio recordings of set texts, as well as visual material from the historical context of key texts can be found online at the Norton StudySpace site and in the Norton Supplemental Ebook. This can be accessed at wwnorton.com/nael. The password needed is at the front of the student's prescribed texts. Students will be taught how to access this material in their first lecture.

Students can also find relevant journal articles in the following journals (the list is not exhaustive):

**Romantic Period:**

- *Eighteenth Century Studies*. Available online through J-STOR.
- *Studies in Romanticism*. Available online through J-STOR.

**Victorian Period:**

- *Nineteenth Century Literature*. Available online through J-STOR.
- *Nineteenth Century Studies*. Available online through J-STOR.
- *Victorian Studies*. Available online through J-STOR.

**Twentieth Century and Beyond:**

- *The Modernist Journals Project*. <modjourn.org>
- *Contemporary Literature*. Available online through J-STOR.
- *Journal of Contemporary Drama in English*. Available by subscription.
- *Westerly*. Digital Archive. <westerlymag.com.au>

**College Library Resources**

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. Oxford University Press Arts and Humanities Collection (now active)
3. EBSCO collections (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. Informit collections (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

Cunningham Library
Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


Aberdeen Street Campus Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Public Libraries
You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines.

Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals)
Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Edith Cowan University: $88 ($22 with concession)  
- Curtin University: ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
- Murdoch University: ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40)  
- UWA http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Presentation</td>
<td>10%</td>
<td>In-class, tutorial week 2</td>
<td>A</td>
<td>1,4,5,6</td>
</tr>
<tr>
<td>Class Participation (quiz + verbal)</td>
<td>30%</td>
<td>Ongoing</td>
<td>B,C,D,E</td>
<td>1,5</td>
</tr>
<tr>
<td>Short Answer Essays (4)</td>
<td>60%</td>
<td>end of study week, weeks 6, 8, 11, and end of exam week</td>
<td>F,G</td>
<td>1,2,4,5</td>
</tr>
</tbody>
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Explanation of Assessments
Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes for the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments in order to satisfy the unit requirements.

1. **Class Presentation (Week 2)**
   Students will be divided into small groups (pairs or triplets). Each group will be given a key term (English language, literature, canon/tradition) and will have to give a 5 minute presentation to the class on the meaning of that term. Groups can draw on *Course Reader* material, but are also welcome to use material they have sourced themselves (sources to be verbally acknowledged).
Oral class presentations will be assessed according to the forum discussion rubric on the College website.

**LO assessed: A**

2. **Class Participation (Ongoing) (30%)**
   
   A) **Quiz (18% - 12 quizzes, each worth 1.5%)**
   
   There will be a written in-class multiple choice quiz held at the start of every tutorial. This quiz will test for factual knowledge of assigned readings. The quizzes will be closed book. No discussion or collaboration will be allowed during the quiz. Students who come to classes and do their assigned reading should be able to do these quizzes without much extra effort.

   B) **Verbal (12% - 1% per tutorial)**
   
   Verbal discussion and debate of ideas are vital steps in the learning process. For this reason, students will be assessed on verbal tutorial participation. Attendance records will be kept and the quality of verbal participation will be assessed according to the forum discussion rubric on the College website.

   **LOs assessed: A, B, C, D**

3. **Short Answer Essays (60% - each essay worth 12%)**
   
   The first three essays will follow this format:
   
   1) Name 3-5 key texts of the period in question, identifying their authors (if known) and genres.
   2) List the literary devices employed by these texts
   3) Explain the theme(s) of at least one of these texts. (250 words)
   4) Situate the theme(s) discussed above in the historical context of the era. (250 words)

   **LOs assessed: B, C, D, E**

   The final essay (due end of trimester) is a platform for students to explore how their worldviews shape their personal philosophy of literature and their practice of literary studies.

   The format for the essay is as follows:
   
   1) What is your worldview? (summarise in terms of position on purpose of existence) (250 words)
   2) What is truth? How do you know? (250 words)
   3) How do you define right and wrong? (250 words)
   4) How do you define beauty? (250 words)
   5) Why do you read literature? (please answer this question with reference to your answers for questions 1-4) (250 words)
   6) Which aspect of the study of literature are you most interested in? Why? (250 words)

   Total word count: 1500 words

   **LOs assessed: F, G**
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.

- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at http://sheridan.edu.au/index.php/home/policy-library.

- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style has been posted on Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.

- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.

- You must keep a copy of the completed assignment when you submit the original document for marking.

- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation

- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS COVERED</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| 1    | Welcome, Unit Outline & Structure; Administration Procedures; Discussion on Assessments; Assignment dates agreed:  
**Topic: Defining Our Terms.**  
Lecture 1 (1 hr): What is the English language? What is Literature? Literary criticism and its debt to the study of the Bible.  
Tutorial 1 (2 hrs): Quiz. Discuss assigned readings. Explain class presentation assignment. | Course Reader - Culler, Jeffrey & Maillet (Our literary Bible), Hirsch. | Class participation                     |
| 2    | **Topic: Defining Our Terms.**  
Lecture 2: What is a canon? History of biblical canon formation, history of literary canon formation. Who chooses these books? Why? Why should I bother reading them?  
Greenblatt, “Preface to the Ninth Edition”, Norton (any vol.). | Class participation  
Class presentation |
| 3    | **Topic: The Romantic Period**  
Tutorial 3: Quiz. Discuss assigned readings. | Norton pp. 3-123  
Literature of Abolition, Norton Vol D (Romantic period), pp. 88-111. | Class participation |
| 4    | **Topic: The Romantic Period**  
Lecture 4: Individual authors in their contexts – Barbauld, Smith, Blake, Burns, Wollstonecraft, Wordsworth (W & D).  
Tutorial 4: Quiz. Discuss assigned readings. | Norton pp. 124-375 | Class participation |
|      | **In-Trimester Study Week**                                                 |                                                                         |                                       |
| 5    | **Topic: The Romantic Period**  
Lecture 5: Individual authors in their contexts – Coleridge, Byron, Shelley, Clare, Hemans, Keats.  
Tutorial 5: Quiz. Discuss assigned readings. | Norton pp. 376-532 | Class participation  
Romantic period short answer essay due Friday 5pm |
| 6    | **Topic: The Victorian Age**  
Tutorial 6: Quiz. Discuss assigned readings. | Norton, pp.533-693  
Excerpts from Oliver Twist (Dicks) & Vanity Fair (Thackeray) | Class participation |
| 7    | **Topic: The Victorian Age**  
Individual authors in their contexts – Carlyle, the Brownings, Tennyson, Dickens, Thackeray, Eliot & Gaskell.  
Tutorial 7: Quiz. Discuss assigned readings. | Norton, pp. 694-830  
Excerpts from Middlemarch (Eliot) & Barchester Towers (Trollope). | Class participation |
| 8    | **Topic: The Victorian Age**  
Individual authors in their contexts – Trollope, Arnold, Rossetti, Hopkins, Stevenson, Kipling, Hardy, Wilde.  
Tutorial 8: Quiz. Discuss assigned readings. | Norton, pp. 831-958  
Excerpts from North and South (Gaskell) & Far from the Madding Crowd (Hardy). | Class participation  
Victorian Age short answer essay due Friday 5pm |
9  |  **Topic: The 20th Century & After**  
Tutorial 9: Quiz. Discuss assigned readings.  
Norton, pp.959-1220  
Class participation

10  |  **Topic: The 20th Century & After**  
Individual authors & their contexts: Hardy again, Conrad, Yeats, Woolf, Joyce, Lawrence, Eliot, Mansfield, Rhys, Beckett, Auden.  
Tutorial 10: Quiz. Discuss assigned readings.  
Norton, pp. 1221-1433  
Class participation

11  |  **Topic: The 20th Century & After**  
Individual authors & their contexts: Thomas, Larkin, Gordimer, Walcott, Achebe, Munro, Heaney, Atwood, Coetzee, Rushdie, McEwan, Smith.  
Tutorial 11: Quiz. Discuss assigned readings.  
Norton, pp. 1433-1552  
Class participation.  
20th century short answer essay due Friday 5pm

12  |  **Topic: A Philosophy of Literature**  
Lecture (4 hrs): Literature: What is it? What does it do (and how)? What is it for? (Aristotelian questions). Basic epistemology (how does a person know?), metaphysics (what reality does a person know?), ethics (what good does this knowledge allow a person to achieve?), aesthetics (what form is the art expressed in and how does it create an experience of beauty?). How worldview affects answers to these questions. Towards a rudimentary personal philosophy of literature (uncovering and articulating assumptions). Towards a practice of literary studies.  
Tutorial 12: Quiz. Discuss assigned readings.  
Course Reader - Jeffrey & Maillet (Theological Aesthetics), Veith, Nussbaum, Stecker.  
Class participation

13  |  **Pre-Exam Study Week**  
No exam (Final essay due)  
Final essay due Friday 5pm